



Bourne Education Trust

Safeguarding and Child Protection Policy 2023-24

The Mead Infant and Nursery School

School name: The Mead Infant and Nursery School

Safeguarding Governor: Thomas Athayde

Designated Safeguarding Lead: Tracy Creasey

Status & review cycle: Statutory Annual

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Safeguarding statement 2023-24

‘Safeguarding is Everyone’s Business’

Bourne Education Trust (BET) recognises its moral and statutory responsibility to safeguard and promote the welfare of all children.

We also recognise that academies and academy personnel are in a unique position in the care of children. The responsibility of all staff to safeguard pupils and promote their welfare as stated in **sections 157 and 175 of the Education Act (2002)** is one that is central to our ethos, policies and actions.

All young people are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying this policy to ensure effective levels of safeguarding and care are afforded to all our pupils.

It could happen here and what if I’m right?

We make every effort to provide an environment in which children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, believing they will be effectively listened to.

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our schools. The policy also informs parents and carers how we will safeguard their children whilst they are in our care.

The contents of this policy are intended to be in accordance with all relevant government guidelines and legislation as well as the inter-agency procedures of the relevant local Safeguarding Children’s Partnership.

Safeguarding at The Mead Infant and Nursery – Our Context

The Mead Infant and Nursery School is a 3 form infant School with over 300 pupils on roll. The school has a 65 place Nursery and a specialist centre for deaf children. We have lower than average numbers of disadvantaged, SEND Support and EAL children compared to schools nationally. Due to our specialist centre and increasing numbers of children with significant SEND needs we have a higher than average number of children with EHCPs.

At The Mead Infant and Nursery School, all staff maintain an attitude of “it could happen here” and we are rigorous in keeping safeguarding as the priority for all staff.

Key safeguarding issues for our school include:

- On-line safety risks due the majority of children having their own electronic devices with access to the internet
- Domestic violence

- Mental health issues within families
- Our deaf children and other children with SEND makes them a more vulnerable group

The majority of the children live in privately owned houses in the immediate area, although a number of the deaf children travel to school in taxis from distances further away. Most of the children have parents who are of a professional background and who engage well with the school. The children move on to Auriol Junior School with whom we work closely with to ensure that the transition for our children is seamless.

Our children are educated about how they can keep themselves safe through our carefully sequenced PSHE curriculum, assemblies, special events and themed days. Pupil voice is a key part of the school community and both our School Council, pupil surveys, our worry eaters and zones of regulation boards are used to enable children to put forward their views and ideas, as well as seeking support and help. Staff have planned ongoing safeguarding training as well as induction and yearly training. Regular briefings are used to update staff on hot topics/updates as well as school and individual pupils' issues so that everyone is fully informed and can exercise their shared duty to keep all Mead children safe.

Key school personnel:

Designated Safeguarding Lead (DSL):	Tracy Creasey head@mead.surrey.sch.uk
Deputy DSL:	Angela Bedford deputy@mead.surrey.sch.uk Nicky Temko hiunit@mead.surrey.sch.uk Zehra Fagan zaker@mead.surrey.sch.uk
The Nominated Child Protection Governor:	Thomas Athayde tathayde@mead.surrey.sch.uk
The Online Safety Co-ordinator:	Heidi Wijsbroek hwijsbroek@mead.surrey.sch.uk
The Headteacher:	Tracy Creasey head@mead.surrey.sch.uk
The Chair of Governors:	Natalie Rogers nrogers@mead.surrey.sch.uk
BET Trustee with oversight of safeguarding:	Susan Gibbin (contact via Epsom and Ewell High School: 0208 974 0400)

Terminology

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes;
- Preventing impairment of children's mental health or physical development.

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Early Help means the providing support as soon as any needs emerge or are identified at any point in a child's life.

Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Child(ren) includes everyone under the age of 18. On the whole, this will apply to students of our schools, however, the policy extends to visiting children and students from other establishments.

C-SPA refers to the Children's Single Point of Access and the Child Protection Consultation Line (Surrey). Calling C-SPA in Surrey will link callers to the Surrey Multi-Agency Partnership (**MAP**).

DSL (Designated Safeguarding Lead) is the person who coordinates child safeguarding concerns and makes referrals. Where appropriate, this also refers to Deputy Designated Safeguarding Leads (DDSL).

Parents refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Social Care refers to Children's Services in the area in which the child is resident, unless a child is a Child Looked After then this will be the Children's Services in their home authority.

Introduction

This policy has been developed in accordance with the principles established by the **Children Acts 1989 and 2004; the Education Act 2002** (as amended); **the Apprenticeships, Skills, Children and Learning Act 2009** (as amended); and in line with statutory guidance: **'Working Together to Safeguard Children' 2018**, revised safeguarding statutory guidance **'Framework for the Assessment of Children in Need and their Families' 2000**, **'What to do if You are Worried a Child is Being Abused' 2015**, **'Early Years Foundation Stage statutory framework (2021)'**

The policy also reflects both statutory guidance **Keeping Children Safe in Education 2023 (KCSIE)**, and Surrey Safeguarding Children Partnership (SSCP), Hampshire Safeguarding Children Partnership (HSCP) and Kingston and Richmond Safeguarding Children Partnership (KRSCP) procedures.

Bourne Education Trust Schools' local governing committees take seriously their responsibility under **section 157 and 175 of the Education Act 2002** to safeguard and promote the welfare of children; and to work together with other agencies to ensure there are robust arrangements within our school to identify, assess, and support those children who are suffering harm or at risk of suffering harm.

This policy applies to all members of staff and governors within BET schools.

Equalities Statement

In respect of safeguarding we acknowledge our duties under the [Equality Act 2010](#) and our general and specific duties under the [Public Sector Equality Duty](#).

Our general duties include:

- Eliminating discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
- Fostering good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Details of our specific duties are published under the school's equality statement and measurable objectives. These can be found on our website.

Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND). This are in line with our Special Educational Needs and Disability Policy which can be found on our website.

The school also adheres to the principals of, and promotes anti-oppressive practice in line with, the [United Nations Convention of the Rights of the Child](#) and the [Human Rights Act 1998](#).

Policy principles, values and aims

- The welfare of the child is paramount.
- Maintain an attitude of "It could happen here".
- Maintain a zero-tolerance to sexual violence and sexual harassment.
- Children have a right to feel safe and secure; they cannot learn effectively unless they do so.
- All children have a right to be protected from harm and abuse.
- All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, taking into account contextual safeguarding, in accordance with statutory guidance.
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working to protect and safeguard children.
- Whilst BET schools will work openly with parents as far as possible, it reserves the right to contact Social Care or the police, without notifying parents if this is believed to be in the child's best interests.
- We will always act in the best interests of the child and ensure that our decisions around safeguarding are child-centred and coordinated.

Policy aims

- To demonstrate the Trust's and The Mead Infant and Nursery School's commitment to safeguarding and child protection to pupils, parents and other partners.
- To provide staff with a framework to promote and safeguard children and, in doing so, ensure they meet their statutory responsibilities.
- To raise the awareness of all teaching and non-teaching staff of their responsibilities to safeguard children through identifying and reporting possible cases of abuse.
- To enable schools to effectively contribute to Early Help, assessments of need and support for those children.
- To provide robust school systems and procedures that are followed by all members of each school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, in particular Early Help providers, the police, Health and Social Care.
- To ensure that all staff working within each school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to KCSIE 2023 guidance), and a single central record is kept for audit.

We comply with the Disqualification under the Childcare Act 2006 guidance issued in August 2018.

Supporting children

We recognise that school may provide a safe place and the only stability in the lives of children who have been abused or who are at risk of harm.

We recognise that a child who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves, and may find it difficult to develop and maintain a sense of self-worth.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

The Trust and our school will support all children through:

- Promoting a caring, safe and positive environment within the school.
- Encouraging self-esteem and self-assertiveness, through the curriculum and through positive relationships within the school community.
- Ensuring children are taught to understand and manage risk through personal, social, health and economic (PSHE) education and relationship and sex education (RSE) and through all aspects of school life. This includes online safety.
- Responding sympathetically to any requests for time out to deal with distress and anxiety.
- Ensuring children are made aware of and have access to age appropriate details of helplines, counselling or other avenues of external support.
- Liaising and working in partnership with other support services and agencies involved in Early Help and the safeguarding of children.
- Notifying Social Care immediately if there is a significant concern.

- Providing continuing support to a child about whom there have been concerns who leaves a BET school by ensuring that information is shared under confidential cover to the child's new setting and ensure the school medical records are forwarded as a matter of priority and within statutory timescales.

The DSL will consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school. For example, they may choose to share information that would allow the new school to continue supporting a child who has had a social worker so that support might be in place for when the child arrives.

Prevention / protection

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The Trust and The Mead Infant and Nursery School will:

- Establish and maintain an ethos where children feel safe and secure, are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through questionnaires, participation in anti-bullying activity, and asking children to report whether they have had happy/sad lunchtimes/playtimes and whether they feel safe. This also includes the use of a zones of regulation board and worry eaters as avenues for children to express any concerns they have.
- Ensure that all children know there is access to an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding opportunities across the curriculum, which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular, this will include anti-bullying work, online-safety, accessing emergency services, stranger danger, road safety, safe touch and consent The school has carefully mapped out a safeguarding curriculum which is published on the school's website.
- Tailor opportunities to the specific needs and vulnerabilities of individual children, including those who are victims of abuse and those with special educational needs or disabilities.
- Provide preventative education through a culture of zero tolerance for sexism, misogyny / misandry, homophobia, biphobia, and sexual violence and sexual harassment.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

Safe school, safe staff

We will ensure that:

- BET schools operate a safer recruitment procedure that includes statutory checks on staff suitability to work with children.

- All staff receive information about the school's safeguarding arrangements, the BET Code of Conduct, BET Staff ICT Policy and BET Safeguarding Policy, the role and names of the Designated Safeguarding Lead and their deputy(s), and **Keeping Children Safe in Education 2023 part 1, annex B and part 5 (sexual harassment and violence)** and will sign to confirm they have read and understood it. All Local Governing Committee members will sign to confirm they have read part 2 of the same guidance.
- All staff and Governors receive safeguarding, child protection and online safety training at induction, including how to recognise the signs and indicators of abuse and report concerns, in line with advice from the local Safeguarding Children Partnership. Staff receive updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually. Regular assessment of staff safeguarding knowledge identifies gaps in knowledge and informs training.
- All staff maintain a zero-tolerance approach to sexual violence and sexual harassment.
- The BET Safeguarding Policy is made available via the school website and parents/carers are made aware of this policy. Safeguarding procedures are also shared with parents at new parent induction meetings and in newsletters
- Details of staff members with responsibility for safeguarding are made available on the website and on noticeboards.
- We provide a coordinated offer of Early Help when additional needs of children are identified and contribute to early help arrangements and inter-agency working and plans.
- Our lettings policy seeks to ensure the suitability of adults working with children on school sites at any time and ensure that any groups who use the school premises have child protection policies and procedures in place. This is a condition of use and failure to comply would lead to termination of the agreement.
- Community users organising activities for children are aware of the school's Safeguarding Policy, guidelines and procedures.
- The name of the designated members of staff for child protection, the DSL and deputy DSLs, are clearly advertised within BET schools with a statement explaining the school's role in referring and monitoring cases of suspected harm and abuse.

Roles and responsibilities

All BET staff have a key role to play in identifying concerns early and in providing help for children. To achieve this, they will:

- Provide a safe environment in which children can learn.
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Ensure all staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Ensure only appropriately trained professionals will attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify

those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

- Take immediate action if they have a mental health concern about a child that is also a safeguarding concern, following the Safeguarding and Child Protection Policy
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Read and understand Part 1 of Keeping Children Safe in Education 2023, annex B and part 5 (child-on-child sexual violence and sexual harassment)
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Understand that safeguarding is everyone’s responsibility.
- Maintain a zero-tolerance approach to sexual violence and sexual harassment.
- Know how to respond to a student who discloses harm or abuse in line with **‘Working together to safeguard children’** and **‘What to do if you are worried a child is being abused’** (2015)
- Record their concerns if they are worried that a child is being abused and report these to the DSL or DDSL immediately that day. Be prepared to refer directly to the Children’s Single Point of Access (C-SPA) in Surrey and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available (Appendix 4 contains contact details).
- Be able to identify vulnerable learners and take action to keep them safe, and share their information or concerns with the DSL (or deputy) where:
 - They include those who may need a social worker and may be experiencing abuse or neglect;
 - They include those requiring mental health support;
 - They include those who may benefit from early help;
 - There is a radicalisation concern; or
 - Where a crime may have been committed.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Report low-level concerns (as defined in KCSIE 2023) about any member of staff/supply staff/volunteer or contractor to the Headteacher
- Follow the procedures set out by the local Safeguarding Children Partnership and take account of guidance issued by the Department for Education.
- Provide support for children subject to Early Help, Child in Need or Child Protection that is in keeping with their plan.
- Listen positively when approached by a child and attempt to reassure them. Treat information with confidentiality but never promising to “keep a secret”.
- Be aware that children may not feel ready or know how to tell someone they are being abused, exploited or neglected, and / or may not recognise these experiences as harmful. This could be due to their vulnerability, disability, sexual orientation or because of language barriers.
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Be aware of indicators of abuse and neglect, understanding that children can be at risk of harm inside and outside school and their home, and online, exercising professional curiosity to support the early identification of abuse and neglect.

- Have an understanding of Early Help and be prepared to identify and support children who may benefit from Early Help.
- Identify children who may benefit from Early Help, liaising with the DSL in the first instance (options may include managing support for the child internally via the school's pastoral support process or an Early Help assessment). In some circumstances it may be appropriate for a member of school staff to act as the lead professional in Early Help cases.
- Liaise with other agencies that support students and provide Early Help.
- Know who the DSL and Deputy DSLs are and know how to contact them.
- Have an awareness of the role of the DSL, the BET Safeguarding Policy, the Behaviour Policy and Staff Code of Conduct, and procedures relating to the safeguarding response for children who go missing from education.
- Be mindful that the **Teacher Standards** states that teachers should safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties.
- Assist the Local Governing Committee and Headteacher in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.

The Headteacher / Head of School

In addition to the role and responsibilities of all staff the Headteacher / Head of School will ensure that:

- Their school fully contributes to inter-agency working in line with **Working Together to Safeguard Children 2018** guidance.
- The Safeguarding Policy and procedures are implemented and followed by all staff.
- The school has appropriate policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) is unacceptable, with appropriate sanctions and support in place.
- The school staff have appropriate knowledge of part 5 of KCSIE 2023 guidance.
- All children are supported to report concerns about harmful sexual behaviour freely. Concerns are taken seriously and dealt with swiftly and appropriately, and children are confident that is the case. Comprehensive records of all allegations are kept.
- All staff are aware of the role of the Designated Safeguarding Lead (DSL), including the identity of the DSL and any Deputy Safeguarding Leads.
- Sufficient time, training, support, funding, resources, including cover arrangements where necessary, are allocated to the DSL to carry out their role effectively, including the provision of advice and support to school staff on child welfare and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so, and to contribute to the assessment of children.
- Provide opportunities for a coordinated offer of early help when additional needs of children are identified.
- Ensure Deputy DSLs are trained to the same standard as the DSL and the role is explicit in their job description.
- Adequate and appropriate DSL cover arrangements are in place for any out of hours/out of term activity.

- Where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Child-centred systems and processes are in place for children to express their views and give feedback.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures.
- Children are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- Allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE), Surrey Safeguarding Children Partnership (SSCP)
- Statutory requirements are met to make a referral to the Disclosure and Barring Service and additionally in the case of teaching staff the Teacher Regulation Agency where they think an individual has engaged in conduct that harmed (or is likely to harm) a child; or if the person otherwise poses a risk of harm to a child.

The Designated Safeguarding Lead (DSL)

In addition to the role and responsibilities of all staff the DSL will:

- Hold the lead responsibility for safeguarding and child protection (including online safety) in their school; this responsibility cannot be delegated.
- Have an "it could happen here" approach to safeguarding.
- Liaise with the three safeguarding partners and work with other agencies in line with **Working Together to Safeguard Children**.
- Manage and submit a Request for Support form for a child if there are concerns about suspected harm or abuse, to the Children's Single Point of Access (C-SPA) or local equivalent, and act as a point of contact and support for school staff. Referrals in Surrey should be made securely by email to cspa@surreycc.gov.uk using the Request for Support Form. Urgent referrals should be made by telephone 0300 470 9100 (asking for a priority line). See [Appendix 4](#) for other local authority safeguarding contact information.
- Report concerns that a child may be at risk of radicalisation or involvement in terrorism, following the Prevent Referral Process and use the Prevent Referral Form to refer cases by email to preventreferrals@surrey.pnn.police.uk. If the matter is urgent the police must be contacted by dialling 999. In cases where further advice from the police is sought, dial 101 or 01483 632982 (in Surrey) and ask to speak to the Prevent Supervisor for Surrey. The Department for Education has also set up a dedicated helpline for staff and governors to raise concerns around Prevent (0207 340 7264). See **Appendix 4** for Prevent contact details in other local authorities.
- Refer cases where a crime may have been committed to the police as required. NB: NPCC (National Police Chiefs Council) '[When to call the police](#)' should help DSLs understand when they should consider calling the police and what to expect when they do.
- Liaise with the case manager and LADO for child protection concerns in cases which concern a member of staff or a volunteer; and refer cases where a person is dismissed or left service due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency, as required.

- Record low-level concerns in cases which concern a member of staff/supply staff/ contractor or a volunteer. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted. If the individual wishes to remain anonymous, then that will be respected as far as reasonably possible.
- Follow **DfE and KCSIE guidance Child on Child Abuse'** when a concern is raised that there is an allegation of a pupil abusing another pupil within the school.
- Follow KCSIE and the school's Sexual Violence and Sexual Harassment Between Children in Schools policy, be confident as to what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support when required.
- When there has been a report of sexual violence, make an immediate risk and needs assessment. Additionally, where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis and will be put in place as required.
- Be available during term time (during school hours) for staff in school to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the DSL and the school leadership for any out of hours/term activities.
- Act as a source of support and expertise in carrying out safeguarding duties for the whole school community.
- Encourage and promote amongst all staff a culture of listening to children and taking account of their wishes and feelings.
- Access training and support to ensure they have the knowledge and skills required to carry out the role. DSL training should be updated at least every two years and their knowledge and skills refreshed at regular intervals but at least annually.
- Have a secure working knowledge of the local Safeguarding Children Partnership procedures and understand the assessment process for providing Early Help and statutory intervention, including the local authority levels of need criteria and referral arrangements.
- Have a clear understanding of access and referral to the local Early Help offer and support and advise members of staff where early help intervention is appropriate.
- Understand the lasting impact that adversity and trauma can have including on the child's behaviour, mental health and wellbeing, and how to respond to this to promote educational outcomes.
- Promote supportive engagement with parents and carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Help promote educational outcomes by sharing information with teachers and school leaders about the welfare, safeguarding and child protection issues which children who have or have had a social worker are experiencing.
- Understand and support the school delivery with regards to the requirements of the Prevent Duty and provide advice and guidance to staff on protecting children from radicalisation.
- Liaise with school staff (especially pastoral support, behaviour leads, school health colleagues and the SENCO) on matters of safety and safeguarding and consult the [Surrey Safeguarding Children Partnership Levels of Need](#) document to inform decision making and liaison with relevant agencies.

- Be alert to the specific needs of children in need, those with SEND and young carers.
- Understand the risks associated with online activity and be confident that they have the up to date knowledge and capability to keep children safe whilst they are online at school; in particular, understand the additional risks that children with SEND face online and the associated and appropriate support they require.
- Keep detailed, accurate records (either written or using appropriate secure online software), that include all concerns about a child, even if there is no need to make an immediate referral, and the rationale for decisions made and action taken.
- Ensure that an indication of the existence of the additional child protection file is marked on the student school file record.
- Ensure that when a student transfers school (including in-year), their child protection file is passed to the new school as soon as possible, and within statutory timescales (separately from the main student file and ensuring secure transit) and that confirmation of receipt is received.
- Ensure that where a student transfers school and is on a child protection plan or is a child looked after, their information is passed to the new school immediately and that the child's social worker is informed. In addition, consideration should be given to a multi-agency schools transition meeting if the case is complex or on-going.
- Ensure that a copy of the child protection file is retained until such a time that the new school acknowledges receipt of the original file. The copy should then be securely destroyed.
- Ensure that all appropriate staff members have a working knowledge and understanding of their role in case conferences, core groups and other multi-agency planning meetings, to ensure that they attend and are able to effectively contribute when required to do so; where a report is required, this should be shared with the parents prior to the meeting.
- Report to the Headteacher any significant issues for example, use of the local Safeguarding Children Partnership multi-agency escalation procedures, enquiries under **section 47 of the Children Act 1989** and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult in line with [Statutory guidance - PACE Code C 2019](#).
- Ensure that the case holding Social Worker is informed of any child currently with a child protection plan who is absent without explanation.
- Ensure that all staff sign to say they have read, understood and agree to work within the School's Safeguarding Policy, Staff Behaviour Policy (Code of Conduct) and **Keeping Children Safe in Education 2023 (KCSIE) Part 1, annex B and part 5** and ensure that the policies are used effectively.
- Organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences.
- Ensure that in collaboration with the school leadership and governors, the Safeguarding Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.
- Ensure that the Safeguarding Policy is available publicly and that parents are aware that referrals about suspected harm and abuse will be made and the role of the school in this. Establish and maintain links with the Local Authority safeguarding partners to make sure staff are aware of training opportunities and the latest policies on local safeguarding arrangements.

- Contribute to and provide, with the Headteacher and Chair of Governors, the “Audit of Statutory Duties and Associated Responsibilities” to be submitted annually to the Surrey County Council, Education Safeguarding Team, or satisfy other local requirements.
- Ensure that the name of the designated members of staff for child protection, the Designated Safeguarding Lead and Deputy DSLs, are clearly advertised in school, with a statement explaining the school’s role in referring and monitoring cases of suspected abuse.
- Meet all other responsibilities as set out for DSLs in **Keeping Children Safe in Education (KCSIE) 2023, Annex C**.

The Deputy Designated Safeguarding Lead(s)

In addition to the role and responsibilities of all staff the Deputy DSL will:

- Be trained to the same standard as the Designated Safeguarding Lead and the role is explicit in their job description.
- Provide support and capacity to the DSL in carrying out delegated activities of the DSL; however, the lead responsibility of the DSL cannot be delegated.
- In the absence of the DSL, carry out the activities necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL, the Deputy will assume all the functions above.

Governors

All members of BET schools’ Local Governing Committees understand and fulfil their responsibilities to ensure that:

- A nominated governor for safeguarding is identified.
- There is a whole school approach to safeguarding involving everyone in the school and that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- The child’s wishes and feelings are considered when determining what action to take and what services to provide.
- Their school has effective safeguarding policies and procedures including a Safeguarding Policy, a Code of Conduct, a Behaviour Policy and a response to children who go missing from education. Ensure policies are consistent with the local Safeguarding Children Partnership (SCP) and statutory requirements, are reviewed annually and that the Safeguarding Policy is available on their school’s website.
- Safeguarding and child protection files are maintained as set out in **Keeping Children Safe in Education (KCSIE) 2023 Annex C**.
- The local SCP is informed in line with local requirements about the discharge of duties via the annual safeguarding audit.
- Their school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training. If there is not a panel conducting interviews, then the individual will have completed the safer recruitment training.

- All members receive appropriate safeguarding and child protection (including online) training at induction which will equip them with the knowledge to provide strategic challenge and to test and assure themselves that the safeguarding policies and procedures in place in the school are effective and support the delivery of a robust whole-school approach to safeguarding.
- Training for members is updated regularly – at a minimum annually.
- At least one member of the governing committee has completed safer recruitment training - to be repeated every five years.
- Staff have been trained appropriately and this is updated in line with guidance and all staff have read **Keeping Children Safe in Education (2023) part 1 and annex B** and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance. That all staff, including temporary staff and volunteers, are provided with the school's Safeguarding Policy and Staff Code of Conduct.
- Their school operates a proportionate, risk-based approach to the level of information that is provided to temporary staff, volunteers and contractors.
- Their school has procedures for dealing with allegations of abuse against staff (including the Headteacher), volunteers and against other children and that a referral is made to the DBS and/or the Teaching Regulation Agency (as applicable) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- Policies and processes are in place to deal with concerns (including allegations) which do not meet the harm threshold or low-level concerns as defined in KCSIE 2023.
- A member of the senior leadership team has been appointed by the Governing Committee as the Designated Safeguarding Lead (DSL) who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description.
- That on appointment, the DSL and Deputy DSLs undertake interagency training (SSCP Foundation Modules 1&2 or equivalent) and also undertake DSL 'New to Role' and 'Update' training every two years, as well as attending DSL network events to refresh knowledge and skills.
- The leadership team and relevant staff have an awareness and understanding of the provisions in place, manage them effectively and know how to escalate concerns when identified.
- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and relationship and sex education (RSE). The governors will ensure application filters and monitoring systems are in place to safeguard children online in line with DfE filtering and monitoring standards.
- Regular updated safeguarding training (including online safety) for staff and the requirement to ensure children are taught about safeguarding are both integrated, aligned and considered as part of the whole school approach to safeguarding, and with wider staff training and curriculum planning.
- In line with the Teachers' Standards, their school has an expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all children.

- Their school will comply with DfE and local authority Children Missing Education requirements.
- Their school will comply with regular data returns requested by the Local Authority regarding all pupils of statutory school age attending alternative provision and/or on a reduced or modified timetable.
- Clear systems and processes are in place for identifying possible mental health concerns, including routes to escalate and clear referral and accountability systems.
- Appropriate arrangements are in place to keep children safe whenever the school facilities or premises are hired or rented out to organisations or individuals (including community groups, sports associations and service providers to run community or extra-curricular activities).
- Enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the school) are in place for all governors.
- Section 128 checks are undertaken as defined in KCSIE 2023.
- Any weaknesses in safeguarding are remedied immediately.

BET Board

In order to ensure the Bourne Education Trust and its schools actively promote the welfare and safety of all its students and staff, the BET Board will, through a Board Trustee with oversight of safeguarding, monitor the quality of safeguarding practices and policies and their impact on outcomes for students by:

- Reviewing the BET Safeguarding Policy and procedures to ensure all schools are meeting their statutory responsibilities under relevant, current legislation.
- Reviewing the processes through which students are taught about safeguarding, including online safety, radicalisation and CSE as appropriate to their age.
- Reviewing a selection of significant safeguarding incidents, including actions taken and outcomes for the young person involved.
- Reviewing a selection of Trust and school safeguarding training plans.
- Keeping the Board updated as appropriate.

Confidentiality, Sharing and withholding Information

All matters relating to child protection will be treated as confidential and only shared as per the **'Information Sharing Advice for Practitioners'** (DfE 2018) guidance.

BET schools will refer to the guidance in the data protection: toolkit for schools - <https://www.gov.uk/government/publications/data-protection-toolkit-for-schools> to support schools with data protection activity, including compliance with UK GDPR.

Information will be shared with staff within the school who 'need to know'.

Relevant staff have due regard to Data Protection principles which allow them to share (and withhold) information.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the **Data Protection Act 2018** and **UK General Data**

Protection Regulation are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

All staff will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation.

Child Protection Procedures

The following procedures apply to all staff working in BET schools and will be covered by training to enable staff to understand their role and responsibilities. The aim of these procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or abused or is at risk of harm or abuse.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff need to be aware that very young children and those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility.

If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:

1. Make an initial record of the information related to the concern on a blue expression of concern found on the safeguarding board in the staffroom.
2. Report it to the DSL/DDSL immediately and add record of concern to CPOMS within 24hrs
3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
 - Dates and times of their observations
 - Dates and times of any discussions in which they were involved
 - Dates and times of the occurrence
 - Any injuries
 - Explanations given by the child/adult to include who was present and the context of the occurrence
 - Rationale for decision making and action taken
 - Any actual words or phrases used by the child

5. The records must be signed and dated by the author or equivalent on electronic based records.
6. In the absence of the DSL or their Deputy, staff must be prepared to refer directly to C-SPA or local equivalent (and the police if appropriate) if there is the potential for immediate significant harm or contact the consultation line at the C-SPA or local equivalent for support and advice.

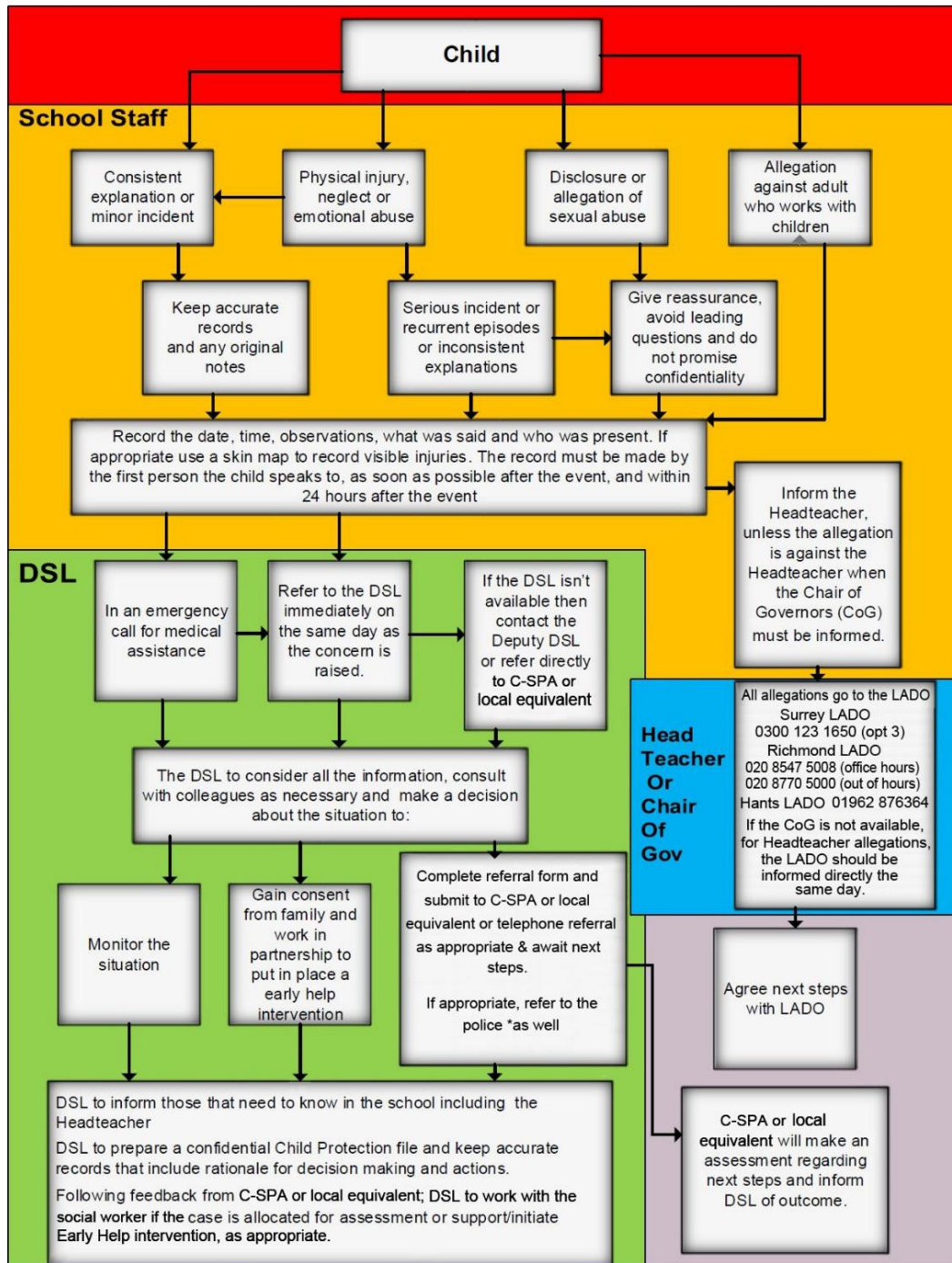
Following a report of concerns the DSL must:

1. Using the local Safeguarding Children Partnership Levels of Need, decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to the C-SPA or local equivalent and the police if it is appropriate.
2. Normally try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to the C-SPA or local equivalent. However, this should only be done when
 - It will not place the child at increase risk or
 - Sexual/organised abuse is suspected or
 - The fabrication of an illness is suspected or
 - Where the discussion could impede a police investigation or social work enquiry.

The child's views should also be taken into account.

3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm or abuse the DSL must contact the C-SPA or local equivalent by sending a Request for Support Form by secure email to: cspa@surreycc.gov.uk or contact the C-SPA on 0300 470 9100 or local equivalent (details in Appendix 4). If a child is in immediate danger and urgent protective action is required, the police (dial 999) must be called. The DSL must also notify C-SPA or local equivalent of the occurrence and the action taken.
4. If the DSL feels unsure about whether a referral is necessary, they can phone the C-SPA or local equivalent to discuss concerns.
5. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider offering Early Help.
6. Where there are doubts or reservations about involving the child's family, the DSL should clarify with the C-SPA or local equivalent or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
7. When a pupil needs urgent medical attention and there is suspicion of abuse the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, having first notified the C-SPA or local equivalent. The DSL should seek advice about what action the C-SPA or local equivalent will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.
8. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police. The DSL should also be made aware.

Child Protection Flowchart



* In the cases of known FGM, the teacher who was made aware will also make contact with the police

Dealing with disclosures

All staff

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who their DSL is and who to approach if the DSL is unavailable. All staff have the right to make a referral to the C-SPA or local equivalent or police directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, for example, they are the only adult on the school premises at the time and have concerns about sending a child home.

Guiding principles: the seven R's

Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable.

Reassure

- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure, for example, you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'.

Respond

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not ask the child why something has happened.
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff.

Report

- Share concerns with the DSL immediately

- If you are not able to contact your DSL or the Deputy DSL, and the child is at risk of immediate harm, contact the C-SPA or local equivalent or police, as appropriate directly
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration.

Record

- If possible, make some very brief notes at the time, and write them up as soon as possible
- Keep your original notes on file
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- If appropriate, complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'.

Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Get some support for yourself if you need it.

Review (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following a report being made. If they do not receive this information, they should seek it out.

If the member of staff has concerns that the disclosure has not been acted upon appropriately, they should inform the Headteacher or Safeguarding Governor of the school and/or contact the C-SPA or local equivalent.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases, additional counselling might be needed, and staff should be encouraged to recognise that disclosures can have an impact on their own emotions.

Safeguarding concerns and allegations against adults who work with children – referral to the Local Authority Designated Officer (LADO)

Procedure

This procedure should be used in all cases in which it is alleged a member of staff, including supply staff, or volunteer in a school, or another adult who works with children has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children;
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviour that may have happened outside the school.

In dealing with allegations or concerns against an adult, staff must:

- Report any concerns about the conduct of any member of staff, volunteer or other adult to the Headteacher immediately.
- If an allegation is made against the Headteacher, the concerns need to be raised with the Chair of Governors as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly – [see Appendix 4 for contact details](#).
- There may be situations when the Headteacher or Chair of Governors will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Once an allegation has been received by the Headteacher or Chair of Governors they will contact the LADO immediately (as part of their mandatory duty) on 0300 123 1650, option 3 LADO, email: LADO@surreycc.gov.uk and before taking any action or investigation. See Appendix 4 for LADO contact details for other local authorities.
- Following consultation with the LADO, inform the parents of the allegation unless there is a good reason not to.

In liaison with the LADO, the school will determine how to proceed and if necessary, the LADO will refer the matter to Children’s Social Care and/or the police.

If the matter is investigated internally, the LADO will advise the school to seek guidance from local authority colleagues in following procedures set out in **part 4 of ‘Keeping Children Safe in Education’ (2023)** and local SCP procedures.

Low-level concerns

The term low-level concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the setting may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and

- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

The purpose of reporting low-level concerns is to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.

The school has an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation.

Reports should be made to the Headteacher in a timely manner. If the Headteacher has any doubt as to whether the information which has been shared about the individual as a low-level concern in fact meets the harm threshold, they will consult with the LADO.

What is child abuse?

The following definitions are taken from '**Working Together to Safeguard Children**' HM Government (2018). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, honour based violence, forced marriage or female genital mutilation. To support the local context, all staff have access to the [Surrey Effective Family Resilience and Levels of Need](#) document.

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others, which can be particularly relevant in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they

communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur in isolation.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical or emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The [Neglect Risk Assessment Tool](#) is available to provide more detailed information regarding the assessment of neglect.

Indicators of abuse - neglect

The nature of neglect

Neglect is a lack of care, but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on Child in Need and Child Protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (**What to do if You're Worried a Child is Being Abused**, DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need. Neglect is often linked to other forms of abuse, so any concerns school staff should be discussed with the DSL.

Indicators of abuse – emotional abuse

It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children by the way that the adults are speaking to, or behaving towards, children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

- Emotional abuse is difficult to define, identify/recognise and/or prove.
- Emotional abuse is chronic and cumulative and has a long-term impact.
- All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself
- Children can be harmed by witnessing someone harming another person – as in domestic abuse
- Most harm is produced in low warmth, high criticism homes, not from single incidents.

Indicators of abuse – physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the bony prominences – e.g. knees, shins, elbows.

Injuries on the soft areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

In the context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- The explanation given does not match the injury
- The explanation uses words or phrases that do not match the vocabulary of the child (adult's words)
- No explanation is forthcoming
- The child (or the parent/carer) is secretive or evasive
- The injury is accompanied by allegations of abuse or assault.

You should be concerned if a child:

- Is reluctant to have parents/carers contacted
- Runs away or shows fear of going home
- Is aggressive towards themselves or others
- Flinches when approached or touched
- Is reluctant to undress to change clothing for sport
- Wears long sleeves during hot weather
- Is unnaturally compliant in the presence of parents/carers
- Has a fear of medical help or attention
- Admits to a punishment that appears excessive.

Indicators of abuse – sexual abuse

The nature of sexual abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g. relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Sexual exploitation is seen as a separate category of sexual abuse. The [SSCP professional guidance](#) provides school/college staff with information regarding indicators of CSE.

Characteristics of child sexual abuse:

- It is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- Grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent (this may occur online)
- Grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women and other children sexually abuse too.

Sexual violence and sexual harassment between children in schools

The school's policy on sexual violence and sexual harassment between children in schools is set out in a separate policy which is published on the school's website.

Sexual violence and sexual harassment can occur between two children of any age and gender. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

We recognise that children are capable of abusing other children and their peers and this will be dealt with under our Sexual Violence and Sexual Harassment Between Children in School Policy and in line with **KCSIE (2023)**.

Anti-bullying / cyberbullying

The school's policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

The school keeps a record of known bullying incidents which is shared with, and analysed by, the Local Governing Committee. All staff are aware that children with SEND, and / or differences / perceived differences, and / or identify as Lesbian, Gay, Bisexual or Transgender, Queer or Questioning (LGBTQ+) are more susceptible to being bullied or victims of child abuse.

The fact that a child may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be as vulnerable as children who identify as LGBT.

Risk can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

When there is 'reasonable cause to suspect that a child is suffering from, or is likely to suffer significant harm', a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the Headteacher and the DSL will also consider child protection procedures.

PHSE education regularly provides opportunities for children to understand bullying is wrong, its impact and how to deal with it.

LGBT Inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help counter homophobic, biphobic and transphobic bullying and abuse.

Online safety / cybercrime

BET schools have an online safety policy which explains how we try to keep students safe in school and how online safety incidents are responded to.

Children routinely use electronic equipment on a daily basis to access the internet, share and view content and images via social media sites such as Facebook, Twitter, Instagram, Snapchat and Voodoo and for online gaming.

Some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in extremist or sexual behaviour such as webcam photography or face-to-face meetings.

Children may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.

Children are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated. The school online safety co-ordinator is indicated at the start of this document.

The school follows the guidance around [harmful online challenges and online hoaxes](#) when supporting children and sharing information with parents/carers.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the DSL (or deputy) will consider a referral into the [Cyber Choices](#) programme. This programme aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Racist incidents

The school's policy on racist incidents is set out separately and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. A record of racist incidents is kept.

Radicalisation, extremism and terrorism

The Prevent Duty for England and Wales (2015) under section 26 of the Counter Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious violence to a person/people; causes serious damage to property; or seriously interferes with an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline.

BET and its schools are clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism should be followed.

BET and its schools seek to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/ Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Staff receive training to help identify early signs of radicalisation and extremism.

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice **Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014)**.

The Trust, school governors, the Headteacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within their schools and put actions in place to reduce that risk. Risk assessment may include due diligence checks for external speakers and private hire of facilities, the Anti-Bullying Policy and other issues specific to the school's profile, community and philosophy.

It is possible to protect vulnerable children from extremist ideology and to intervene to protect those at risk of radicalisation being radicalised. Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance. They should then follow the safeguarding procedures and refer cases to preventreferrals@surrey.pnn.police.uk following the Prevent referral process and use the Prevent referral form. For other local authorities see contact details in [Appendix 4](#). If the matter is urgent then the police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101 (or 01483 632982 – Surrey only) and ask to speak to the Surrey/Hants/Metropolitan Police Prevent Supervisor.

The Department for Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

Although not a cause for concern on their own, possible indicators, when taking into consideration alongside other factors or context, may be a sign of being radicalised. Further information and a list of such indicators can be found at [Radicalisation and Extremism - Examples and Behavioural Traits \(educateagainsthate.com\)](https://www.educateagainsthate.com).

The Department for Education guidance, The Prevent Duty can be accessed via the link in [Appendix 2](#).

Domestic abuse

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and / or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All can have a detrimental and long-term impact on their health, wellbeing, development and ability to learn.

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that the different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the

behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

The term domestic abuse is used to reflect that a number of abusive and controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, well-being and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.

BET schools are enrolled onto the Operation Encompass scheme, a joint project between police forces, local authorities, LA Domestic Abuse Services and schools, where every school day morning DSLs are notified of all domestic abuse incidents that have occurred and been reported to police in the previous 24 hours which involved a child at school (72 hours on a Monday morning). This provides an opportunity for schools to ensure the right support is in place at the right time for children who are experiencing domestic abuse.

Homelessness

Being homeless or being at risk of becoming homeless presents a risk to a child’s welfare. The DSL is aware of contact details and referral routes into the local housing authority so they can raise and progress concerns at the earliest opportunity.

Child sexual exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse.

This occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator, and/or (c) through violence or the threat of violence. CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. It includes 16- and 17-year olds who can legally consent to have sex. The victim may have been sexually exploited even if the sexual activity appears consensual. It can involve force and/or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence.

Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. All staff are aware of the link between online safety and vulnerability to CSE.

Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to the DSL.

The Trust and its schools are aware there is a clear link between regular non-attendance at school and CSE. Staff will consider a child to be at potential CSE risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

The DSL at a school will consider the SSCP (or local SCP) guidance and advice when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.

In all cases, if the DSL identifies any level of concern, the DSL should contact the C-SPA or local equivalent and email a Request Support Form. If a child is in immediate danger the police should be called on 999.

Schools are aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

BET schools include the risks of sexual exploitation in the PHSE and RSE curriculum. Students will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

Child Criminal Exploitation (CCE)

CSE is a form of abuse which occurs where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into criminal activity. This can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, pickpocketing, committing vehicle crime or threatening/committing serious violence to others.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of 'deal line'. Children are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt.

Schools are aware there is a clear link between regular non-attendance at school and exploitation. Staff will consider a child to be at potential risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.

A request for support to the C-SPA or local equivalent will be made when any concern of harm to a child as a consequence of gang activity including child criminal exploitation becomes known. Any member of staff who has concerns that a child may be at risk of harm should immediately inform the DSL. The DSL will contact the C-SPA or local equivalent. If there is concern about a child's immediate safety, the police will be contacted on 999.

Serious Violence

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from the setting
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Staff are aware that violence can often peak in the house just before and after the children attend the setting which includes travelling to and from the setting.

Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Sharing nudes and semi nudes

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is unlawful.

Sharing nudes and semi nudes refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the **UKCCIS guidance** '[Sharing nudes and semi nudes: advice for education settings working with children and young people](#)'.

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to.

If a member of staff becomes aware of an incident involving youth produced sexual imagery, they should follow the child protection procedures and refer to the DSL immediately.

The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff must not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate).

Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm.

At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to the C-SPA (or local equivalent) or the police as appropriate.

Immediate referral at the initial review stage should be made to Children's Social Care/police if:

- The incident involves an adult
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs)
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent
- The imagery involves sexual acts
- The imagery involves anyone aged 12 or under
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without referral to the C-SPA or the Police.

During the decision making the DSL will consider if:

- There is a significant age difference between the sender/receiver
- There is any coercion or encouragement beyond the sender/receiver
- The imagery was shared and received with the knowledge of the child in the imagery
- The child is vulnerable, for example subject to Child in Need, Child Protection or Early Help plans, Looked After, SEND
- There is a significant impact on the children involved
- The image is of a severe or extreme nature
- The child involved understands consent
- The situation is isolated or if the image been more widely distributed
- There other circumstances relating to either the sender or recipient that may add cause for concern.
- The children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be referred according to our child protection procedures, including referral to the C-SPA (or local equivalent) or the police.

The DSL will record all incidents of youth produced sexual imagery, including the actions taken, rationale for actions and the outcome.

Female genital mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the **FGM Act (2003)**. It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report directly and immediately to the police 101 where they either:

- Are informed by a girl under 18 that an act of FGM has been carried out on her or
- Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 10 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

The duty applies to all persons in school who are employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status.

The duty applies to the individual who becomes aware of the case to make a report to the police. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed.

School staff are trained to be aware of risk indicators of FGM. Concerns about FGM outside of the mandatory reporting duty should be reported using the school's safeguarding procedures. Staff should

be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer holiday.

There should also be consideration of potential risk to other girls in the family and the wider community. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

Forced marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the **Anti-Social Behaviour, Crime and Policing Act 2014**. In addition, since February 2023, it is also a crime to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

A forced marriage is not the same as an arranged marriage which is common in many cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the C-SPA or local equivalent and/or the **Forced Marriage Unit 0207 008 0151**.

Honour-based abuse

Honour based abuse (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based abuse might be committed against people who:

- Become involved with a boyfriend or girlfriend from a different culture or religion;
- Want to get out of an arranged marriage; become involved with a boyfriend or girlfriend from a different culture or religion;
- Want to get out of an arranged marriage;
- Want to get out of a forced marriage;

- Wear clothes or take part in activities that might not be considered traditional within a particular culture.

It is considered a violation of human rights and may be a form of domestic and/or sexual abuse.

One chance rule

All staff are aware of the 'One chance rule' in relation to forced marriage, FGM and HBA. Staff recognise they may only have one chance to speak to a child who is a potential victim and have just one chance to save a life.

The school are aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBA cases.

Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 years old or 18 years old if the child is disabled.

Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures and children may be privately fostered at any age.

BET and its schools recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care immediately. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will raise this with the DSL and the DSL will notify the C-SPA or local equivalent immediately.

Looked After Children and Previously Looked After Children

The most common reason for children becoming looked after is as a result of abuse and neglect.

BET and its schools ensure that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children who are a particularly vulnerable group.

The designated teacher and governor for children looked after within a school will have the appropriate level training to equip them with the knowledge and skills to undertake their role.

The designated teacher for children looked after and the DSL within a school will have details of the child's social worker and the name and contact details of the Surrey County Council's Head of Virtual School or local equivalent.

Children with special educational needs and disabilities or health issues

Children with SEND or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges and
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in settings or the consequences of doing so

Any reports of abuse require close liaison with the DSL and the SENCO. The school will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Children absent from education

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

BET and its schools recognise that when children are absent from education, this can be a vital warning sign of a range of safeguarding possibilities. They are also at significant risk of underachieving, being victims of abuse and harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Where possible schools will hold more than one emergency contact number for each pupil.

Schools will ensure that there is a record of joiners and leavers as defined in **The Education (Pupil Registration) (England) 2006 (amended 2016)**.

When removing a child's name, schools will notify the Local Authority of: (a) the full name of the child, (b) the full name and address of any parent with whom the child normally resides, (c) at least one telephone number of the parent, (d) the child's future address and destination school, if applicable, and (e) the ground in regulation 8 under which the child's name is to be removed from the school register.

Schools will make reasonable enquiries to establish the whereabouts of a child jointly with the local authority, before deleting the child's name from the school register if the deletion is **under regulation 8(1), sub-paragraphs (f) (iii) and (h) (iii) of The Education (Pupil Registration) (England) 2006 (amended 2016)**.

BET schools will:

- Enter students on the admissions register on the first day on which the school has agreed, or has been notified, that the student will attend the school.
- Notify the local authority within five days of adding a child's name to the admission register. The notification must include all the details contained in the admission register for the new student.
- Monitor each child's attendance through their daily register and follow the SCC or equivalent local authority procedure in cases of unauthorised absence.
- Remove a child's name from the admissions register on the date that the child leaves the school.
- Notify the local authority when they are about to remove a child's name from the school register under any of the fifteen grounds listed in the regulations, no later than the date that the child's name is due to be removed.
- Where parents notify the school, in writing, of their intention to electively home educate the school will forward a copy of the letter to the Elective Home Education Team/Education Welfare. Where parents orally indicate that they intend to withdraw their child to be home educated and no letter has been received, the school will not remove the child from roll and will notify Education Welfare at the earliest opportunity.

Pupils Missing Out on Education (PMOOE)

Most children engage positively with school and attend regularly. However, in order to flourish, some children require an alternative education offer or may require a modified timetable to support a return to full time education provision. It is recognised that children accessing alternative provision, or a reduced or modified timetable may have additional vulnerabilities. Ofsted refer to these as Pupils Missing Out On Education (PMOOE), because they are not accessing their education in school in the 'usual way'.

BET schools will gain consent (if required in statute) from parents to put in place alternative provision and/or a reduced or modified timetable.

BET schools will ensure that parents (and the local authority where the pupil has an EHCP) are given clear information about alternative provision placements and reduced or modified timetables: why, when, where, and how they will be reviewed.

BET schools will keep the placement and timetable under review and involve parents in the review. Reviews will be frequent enough to provide assurance that the off-site education and/or modified timetable is achieving its objectives and that the pupil is benefitting from it.

BET schools will monitor and track children attending alternative provision to ensure that the provision meets the needs of the child. The school continues to be responsible for the safeguarding of that pupil and will obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment.

BET schools will comply with regular data returns requested by the Local Authority, regarding all pupils, of statutory school age, attending alternative provision and/or on a reduced or modified timetable.

BET schools' leadership will report to governors of any formal direction of a pupil to alternative provision to improve behaviour.

BET schools' leadership will report to governor's information regarding the use and effectiveness of the use of alternative provision and modified timetables.

School attendance and behaviour

Additional policies and procedures are in place regarding school attendance and behaviour.

BET schools recognise that absence from school and exclusion from school may be indicators of abuse and neglect, including the exploitation of children. The DSL will regularly liaise with members of school staff with responsibility for behaviour and attendance to ensure risk is identified and appropriate intervention is in place to protect children from harm.

BET schools will work in partnership with Surrey/local police and other partners for reporting children that go missing from the school site during the school day. Staff will be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Restrictive physical intervention

It is acknowledged that staff must only ever use physical intervention as a last resort, when a child is at immediate risk of harming him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be fully recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained in Crisis Prevention Institute (CPI) techniques.

Staff understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection and/or disciplinary procedures.

We recognise that sometimes touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundaries.

When applying disciplinary measures such as physical intervention or isolation for children with SEND the school will consider the risks, given the additional vulnerabilities of these children.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the Trust's or their school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should

- speak in the first instance, to the LADO in accordance with the Whistleblowing Policy
- staff are encouraged to use an external, independent and confidential service provided by **Navex Global**, who can be contacted on their free helpline number 0800 069 8180 and through the [Navex Global website](#).

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about a way a concern is being handled by their school. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Whistleblowing regarding the Headteacher should be made to the Chair of the Governing Committee whose contact details are available to staff.

Appendix 1: Links with other school policies

(Individual schools may not have all these policies)

Administration of medicines
 Allegations against staff
 Anti-bullying
 Behaviour Policy
 Curriculum
 Drugs Education
 E-Safety, including staff use of mobile phones
 Equality
 Health & Safety
 Intimate Care
 Parental Concerns/Complaints.
 Physical Intervention
 PSHE
 Recruitment and Selection
 School Attendance
 Sex and Relationships Education
 Sexual Violence and Sexual Harassment Between Children in School
 Staff Behaviour Policy / Code of Conduct
 Whistleblowing

Appendix 2: Resources referenced in policy

Children Missing Education SCC
Cyber Choices
Data Protection: Toolkit for Schools
Disqualification under the Childcare Act 2006 (updated 2019)
Education Act 2002
FGM Act 2003 Mandatory Reporting Guidance 2020
Harmful Online Challenges and Online Hoaxes
Information Sharing Advice for Practitioners' guidance 2018
Keeping children safe in education 2023 (KCSIE)
Navex Global website
Neglect Risk Assessment Tool
Police and Criminal Evidence Act - Code C 2019
Promoting Fundamental British Values as part of SMSC in Schools (2014)
Radicalisation and Extremism - Examples and Behavioural Traits (educateagainsthate.com)
School Attendance: Guidance for Schools DfE 2013
Searching, screening and confiscation at school DfE 2018
Sexting in schools and colleges

Sharing nudes and semi nudes: advice for education settings working with children and young people
SSCP professional guidance
Surrey Effective Family Resilience and Levels of Need
Surrey Neglect Risk Assessment tool and guidance
Surrey Safeguarding Children Partnership
Surrey Safeguarding Children Partnership Levels of Need
Teacher Standards 2013
The Equality Act 2010
The Prevent Duty for England and Wales (2015)
'Touch and the use of physical intervention when working with children and young people' SCC 2019 – needs to be requested from Surrey Education Services through their portal
What to do if you are worried a child is being abused (2015)
NPCC: When to call the police
Working Together to Safeguard Children (2018)

Appendix 3: Further safeguarding resources

NSPCC: <https://www.nspcc.org.uk/>

ChildLine: <http://www.childline.org.uk/pages/home.aspx>

CEOP Thinkuknow: <https://www.thinkuknow.co.uk/>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Childnet International <http://www.childnet.com/>

Safer Internet Centre <http://www.saferinternet.org.uk/>

Contextual Safeguarding Network <https://www.contextualsafeguarding.org.uk/>

Appendix 4: Contact details

Agency	Contact Details	Notes
Surrey		
Surrey Children's Single Point of Access (C-SPA)	0300 470 9100 cspa@surreycc.gov.uk	09.00 to 17.00 Mon to Fri
	01483 517898 Edt.ssd@surreycc.gov.uk	All other times
Surrey LADO (Local Authority Designated Officer)	0300 123 1650 (Option 3) LADO@surreycc.gov.uk	09.00 to 17.00 Mon to Fri
Surrey Safeguarding Children Partnership (SSCP)	https://www.surreyscp.org.uk/	
Prevent referral	Link to referral form	Refer by email